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ABSTRACT

Reported are results of a survey of 69 preservice and inservice special education training programs for paraprofessionals in institutions of higher education; and presented are program descriptions based on material and information gathered from the survey, from on-site visits, and at regional conferences. Noted among findings are that a broad range of handicapping conditions are included in the curricula, that only four programs reported specific programs or projected the development of programs for training paraprofessionals to work in mainstream settings, and that most programs offer courses that deal to a limited extent with the severely and profoundly handicapped. The remainder of the document contains brief program descriptions which usually include the following information: institution name, contact, address, funding sources, source of students, and practicum required. (SBH)

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The Training of Para-Professionals in Special Education: Results of a Survey of Institutions of Higher Education and Descriptions of Training Programs

Anna Lou Pickett

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New Careers Training Laboratory
Center for Advanced Study in Education
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of the City University of New York

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This paper is one in a series prepared by the New Careers Training Laboratory as part of work supported by the Bureau of Education for the Handicapped, USOE (Grant number G-007-601-963).

The papers in the series are: 1) The Paraprofessional Movement in Special Education: Historical Perspective (A Review of the Literature), 2) Training of Paraprofessionals in Special Education: A Selected Bibliography, 3) Task Analysis for Paraprofessionals Working with Severely/Profoundly Handicapped Children and in "Mainstream" classrooms, 4) The Training and Utilization of Paraprofessionals in Special Education, 1977; Survey Results and Descriptions of Training Programs. They may be obtained from: The New Careers Training Laboratory, Center for Advanced Study in Education, Graduate School and University Center, City University of New York, 184 Fifth Avenue, New York, New York 10010.

The project was under the leadership of Anna Lou Pickett. We are appreciative of the assistance given to the work by Frances Dory, Mary-Beth Fafard, Phyllis Kelly and Barbara Reid, and the support of our project officer Edward Moore.

Alan Gartner
Project Director

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Survey of Institutions of Higher Education

Another phase of the investigation was to determine whap pre-service and inservice training program for paraprofessionals exist in institutions of higher education (IHEs).

Some 200 questionnaires were mailed to IHE's throughout tne country. The sources used were: Current BEH funded projects; The Utilization and Training of Paraprofessionals in Special Education: Present Status and Future Prospects, (NCTL, 1974) and a Directory of College Programs for Paraprofessionals, (New York: NCTL, Behavioral Publications, 1974).

In addition to the mail survey, 6 on-site visits were made to BEH-funded projects and meetings held with IHE program personnel at three regional conferences sponsored by NCTL on the Utilization and Training of Paraprofessionals.

Of the questionnaires mailed, 136 have been returned. 69 IHEs indicated that they have programs for training paraprofessionals in special education or that the programs will begin in the fall of 1977. In some cases they have adapted numan services curricula to include courses or practicums in special education. Seven IHEs are presently in the planning/developmental stages of designing training programs in special education, and 59 indicated that tney do not have such programs. Many of the IHEs responding in the negative indicated that their programs are for human services aides and that some of their graduates find placement in the field of special education.

The questionnaire attempted to gather the following information: 1) the number of paraprofessionals currently enrolled in training programs, 2) how the programs are funded, 3) the source of students, 4) curriculum content, and 5) what coordinated efforts exist between LEAs, SEAs and IHEs.

Table - 1

Number of Studnts Enrolled in Training Programs

AA Programs (2 year degree)	358
Certificate Programs (1 year program)	343
AA and Certificate (part time)	787
Other programs (primarily inservice)	866
Total	3354

Fifteen of the 69 programs responding did not provide figures, primarily because 1976-77 was the first year in operation.

Table - 2

Sources of Funding

Source	# IHEs	% of Total
Individual student tuition	51	73.9%
Fellowships	3	4.45%
Contract with LEA	4	5.8%
Contract with LEA	4	5.8%
BEH Grants	22	31.98%
Other Public Funds	29	42.02%
Other Sources	15	21.7%

(Totals add up to more than 100% as multiple sources are used).

The sources of other public funds most mentioned are: Tax levy funds from local districts, Title XX funding, Title I funds and other state or federal grants.

Table - 3

Sources of Students

Source	# IHEs	% of Total
Individual Applications	60	86.97%
Contract with LEA	7	10.1%
Contract with SEA	4	5.8%
Contract with agencies on a private bases	2	2.9%

(Totals add up to more than 100% as multiple sources are used).

Table - 4

Coordinated Efforts Between LEAs, SEAs and IHEs

Area of Coordinated Activities	# IHEs	% of Total
Certification	3	34.35%
Training	27	39.1%
Placement	22	31.9%
Program Planning and Curriculum Development	3	4.35%

In addition to the seven IHEs that responded to the survey and indicated they are planning/designing curricula in special education, NCTL has received both written and phone requests for information on training programs from nine other community colleges interested in developing programs.

Program Descriptions

The programs that responded to the survey have basically focused on two types of training: a) preservice training leading to either an associates degree or a certificate of training (one year program), and b) inservice training emphasizing and upgrading of skills of paraprofessionals who are already employed.

- A broad range of handicapping conditions are included in the curriculums. They are: deaf and speech handicaps, mildly and severely handicapping conditions, and learning disabilities. In addition, many programs focus on pre-school and early childhood options.
- Only four (4) programs reported specific programs or projected the development of programs for training paraprofessionals to work in "mainstream" settings.
- Most programs offer courses tht deal to a limited extent with the severely and profoundly handicapped. Five (5) programs focus primarily on the severely/profoundly handicapped
- Only two (2) projects reported components that train teachers to work with paraprofessionals in the classroom, although most programs reported that this is covered as a part of a general course.

- Many of the programs have been adapted from human service programs to meet the growing needs for trained para-professionals in special education in their communities.
- The programs that have been developed during the last two - three year period are more likely to be specifically for special education. In addition, practically all programs are undergoing modifications in their curricula to meet the changing needs of local LEAs and SEAs.

A brief description of the programs that responded to the survey is given below. The descriptions were developed from material and information gathered from the survey, during on-site visits, and at the regional conferences.

If training materials (either published or unpublished), course descriptions, program models, and competency specifications are available, it is noted. Other information provided includes: Name and address of contact person, funding sources, sources of students, number of students currently enrolled, and whether or not a practicum is required.

University of Vermont
Center for Special Education
Robert York, Director
499 Waterman
Burlington, Vermont 05401
802/656-4031

Funding Sources: Contract with SEA, BEH grant

Source of Students: Contract with SEA

Practicum required

This is an inservice training model on the job training for teacher aides in public schools and in institutions.

The model has been designed in cooperation with the Vermont Department of Special Education, Division of Special Education.

Four types of training programs have been developed to train personnel to deliver community-based education to all handicapped children. The training models are both pre and inservice and are designed to insure the delivery of services for a primarily rural population.

Descriptions of program models available, Consulting teacher training component is described in: Educational Programming for the Severely and Profoundly Handicapped (A Special Publication of the Division of Mental Retardation, the Council for Exceptional Children, 1976).

Dartmouth Medical School
Margaret E. Driscoll, Coordinator
9 Maynard Street
Hanover, New Hampshire 03755
603/646-3501

Funding Sources: BEH grant

Sources of Students: Individual applications

Number of Students:

Practicum required:

This program is a new Infant and Toddler program. Two students have been trained and will remain in the program to assist with future training. The program is being developed in cooperation and consultation with the New Hampshire State Department of Education

Developmental material will be available upon completion of planning stage.

Berkshire Community College
Bernice T. Moorehead, Program Chairman
West Street
Pittsfield, Massachusetts 01201
413/499-4660

This is a human service program that has practicum settings available in special education as well as some courses that are applicable in special education.

Northern Essex Community College
Paul M. Bevilacqua, Coordinator
Haverhill, Massachusetts 01820
617/374-0721

Funding Sources:	Individual Student Tuition; state subsidy of tuition rates
Sources of Students:	Individual applications
Number of Students:	AA program 9 (special education)

Practicum required

This is a generalist educational aide program which has been adapted to a limited extent to meet the increasing demands for trained paraprofessional aides in special education. The college has received a Vocational Education grant for FY 77 to implement a preservice program in language communication disorders.

Manchester Community College
Kenneth W. Steere, Assistant Professor
Manchester, Connecticut 06040
203/646-4900

Funding Sources:	Individual Student Tuition; Title XX Fund - Connecticut Department of Social Services
Sources of Students:	Individual applications
Number of Students:	New program fall of 1976 AA full time 15 Part time 15

Practicum required

This program is a two year program with a one year option. Students in the Mental Retardation Aide program will be prepared for human services careers with moderately, severely and profoundly multiple handicapped individuals. Graduates will find employment in public and private care facilities, public schools, sheltered workshops, hospitals, and community living facilities.

Mitchell College
David W. Harvey, Dean
New London, Connecticut 06320
203/443-2811

Funding Sources:	Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	New Program started fall of 1976

Practicum required

This program was developed in response to the changes that are occuring in education today and to the changing employment scene. It is an early childhood program with a special education option. The special education option combines elements of the human services and the early childhood studies program. Students are prepared to work on a paraprofessional basis with the mentally retarded and other handicapped children. Course description available.

Quinebaug Valley Community College
Nancy Chance, Coordinator
Danielson, Connecticut 06239
203/774-1130

Funding Sources: Individual Student Tuition

Sources of Students: Individual applications

Number of Students:

Practicum required

This program is part of a human services curriculum witn a special education option. The program started in 1975.

Rhode Island Junior College
Lillian C. Pariseau, Coordinator
235 Promenade Street
Providence, Rhode Island 02908
401/825-2272

Funding Sources: Individual Student Tuition

Sources of Students: Individual applications

Number of Students: AA program 50 full time

Practicum required

This program is designed to meet the increasing demand for trained paraprofessionals in a variety of human services. Tne Department of Educational and Social Services offers a comprehensive training program based upon both classroom and field work experiences leading to an AA degree. Training is offered in several fields including special education.

Mohawk Valley Community College
George Strong, Department Head
1101 Sherman Drive
Utica, New York 13501

Funding Sources: Individual Student Tuition
and other college revenues

Sources of Students: Individual applications

Number of students: AA program 31 full time
25 part time

Practicum required

This program is primarily human services. The program has four distinct career options in the areas of mental health, mental retardation, child welfare and social welfare. Graduates are prepared to enter a variety of employment options such as: senior child care worker and physical therapy assistant. Employment may be found in schools, institutions, and hospitals operated by government and private agencies.

Cumberland County College
John A. Visceglia, Coordinator
Box 517
Vineland, New Jersey 08360
609/691-8600

Funding Sources: Individual Student Tuition
Fellowships

Sources of Students: Individual applications

Number of Students: AA program 35 full time
15 part time

Practicum required

This program trains students to work as assistants in private and public facilities for the handicapped of all ages. The program may grant as many as 12 semester hours of credit for on the job experience and pays particular attention to programming for the full time employee as a part time student.

Gloucester County College
Sue Pantis, Chairman, Allied Health Department
Sewell, New Jersey 08080
609/468-5000

Funding Sources: Individual Student Tuition;
BEH grant, other public funds

Sources of Students: Individual applications

Number of Students: AA program 65 full time

Practicum required

This program provides a two-year associates degree in the area of child development assistant. The program prepares students for positions in settings specializing in the care of children with emotional disturbances, physical handicaps, neurological impairment, mental retardation or communication disorders. Course outlines available.

Hudson Community College
W.H. Tilley
2039 Kennedy Blvd.
Jersey City, New Jersey 07305

Funding Sources: Individual Student Tuition; Other public funds

Sources of Students: Individual applications

Number of Students: AA program 9 full time

Practicum required

Middlesex County College
Yetta K. Levine, Chairperson
Dept. of Education Technology
Edison, New Jersey 08817
201/548-6000

Funding Sources:

Sources of Students:

Number of Students:

Practicum required

Four programs in education technology are offered by the College: teacher assistant, assistant in early childhood education, assistant in special education and instructional media assistant.

A core freshman year is common to all four programs. The programs combine general education studies and instruction in techniques of assisting in these areas sith a maximum amount of hands on experience in the field.

The Assistant in Special Education is trained to work directly with students who experience learning disabilities and emotional problems of varying levels, and educable and trainable mentally retarded in both public schools and private institutions.

Bucks County Community College
Ruth E. Frank, Coordinator
Newtown, Pennsylvania 18940
215/968-5861

Funding Sources:	Individual Student Tuition
Source of Students:	Individual applications
Number of Students:	AA program 12 full time

Practicum required

This program trains paraprofessionals in early childhood education and has a special education option.

Mansfield State College
Joyce A. Zinchini
Retan Center 211A
Mansfield, Pennsylvania 16433
717/662-2762

Funding Sources:	Individual Student Tuition
Source of Students	Individual applications Contract with LEA

The college is currently developing an AA program.

They have held summer workshop programs for: teacher aides, special education teachers, elementary teachers and supervisors. The workshops were developed out of the need for training personnel who work together in the educational process. The programs identify the roles and responsibilities of the teacher aide in relationship to the teacher, the child and the community; and trains the paraprofessional to become more proficient in management

techniques, interpret the teachers prescription for the child, and helps the paraprofessional understand basic areas of instruction.

The following handbook was developed during one of the workshops. "Teacher Aide Handbook for Early Childhood Education for the Handicapped", 1973.

Slippery Rock State College
Jack C. Dinger, Chairman
Slippery Rock, Pennsylvania 16057
412/794-7344

Funding Sources: BEH grant

This program trains teachers to utilize paraprofessionals more effectively.

Catonsville Community College
William H. Phillips, Jr. Coordinator
800 South Rolling Road
Baltimore, Maryland 21228
301/747-2220

Funding Sources: Individual Student Tuition; Public funds

Number of Students§ Certificate 60+

Practicum required

This is a one year training program to upgrade the skills of paraprofessionals who are working with handicapped children and adults in a variety of agencies within the local area. Course work and training takes place in the field at the request of the agency.

Community College of Baltimore
W. Joshlin Brunson, Coordinator
2901 Liberty Heights Avenue
Baltimore, Maryland 21215
301/396-7966

Funding Sources: Individual Student Tuition; BEH grant

Number of Students: AA program 17 full time
Certificate 12 full time

Practicum required

This program is for Special Education Assistants in Communication Disabilities. The college offers two programs in this area. In the AA programore emphasis is given to the problems of the hearing impaired. The certificate program is a Speech Technician program. The Special Education Assistant is able to screen school children for articulation, language and hearing disorders, keep necessary records and reports, refer children for further testing, and to present speech improvement programs under the supervision of approved professional personnel. Coursc descriptions available.

Dundalk Community College
Vincent Chillemi, Director of Special Education
7100 Sallers Point Road
Baltimore, Maryland 21222
301/282-6700

Funding Sources: Individual Student Tuition, fellowships, contract with LEA, BEH grant, other public funds

Sources of Students: Individual applications and contracts with LEA and SEA

Number of Students: AA program 36 full time
72 part time
other programs 75 part time

Practicum required

This program is part of a consortium partially funded by BEH and state funds to develop a coordinated training program for all personnel working with the severely and profoundly handicapped in public schools in Maryland.

The agencies and institutions participating in the consortium and the training components they provide are: Dundalk Community College - training for paraprofessionals, parents, home managers and family members of the severely and profoundly handicapped.

Students may enroll in either a one year program or continue on for a second year to complete an AA degree. Paraprofessionals trained in this program will meet the state certification requirements currently being developed.

Competency Specifications and Course Outlines will be available in the fall of 1977

Coppin State College - BA and MA degrees for teachers working with the severely and profoundly handicapped.

Johns Hopkins University - MA and EDD in Severely and Profoundly Handicapped.

Kennedy Institute - Provides training for paraprofessionals and is a practicum site.

Maryland State Department of Education - provides inservice training for teachers and paraprofessionals as well as practicum sites for personnel participating in training programs at all of the above institutions.

John F. Kennedy Institute
Rodney R. Reilly, Director
707 N. Broadway
Baltimore, Maryland 21205
301/955-4096

Funding Sources:	U.S. Department of Labor; Region 3, Developmental Disabilities HEW
Sources of Students:	Individual applications
Number of Students:	AA program 16 full time

Practicum required

The Kennedy Institute is part of the educational consortium described earlier.

Parkersburg Community College
Gene Sigman, Division Chairperson
Parkersburg, West Virginia 26101
304/424-8299

Funding Sources:	Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	New program - September, 1976

Practicum required

This Educational Aide program was modified and approved effective Fall 1976 and is called Child Development. The program will prepare personnel to work directly with persons on all developmental levels including the handicapped. Courses in the exceptional child, families and the handicapped child, self-care skills, communications skills, socialization skills and medical aspects are part of the curriculum.

Northern Virginia Community College
Eula M. Miller
3001 North Beaureguard Street
Alexandria, Virginia 22311

This will be an AA in Applied Science degree and is projected to begin in 1977-78. It is a special education option in the Department of Educational Services. Proposed curriculum is available.

Central Piedmont Community College
Bradford J. Reynolds, Department Head
Charlotte, North Carolina 28204
704/373-6729

Funding Sources:	Individual Student Tuition Other public funds
Sources of Students:	Individual applications
Number of Students:	AA 30 full time 20 part time

Practicum not required

Developmental Disabilities Training Institute
University of North Carolina at Chapel Hill
George J. Baroff, Director
Chapel Hill, North Carolina 27514
919/966-5463

The primary function of this program is to provide inservice training to professionals and paraprofessionals in community and institutional programs serving developmentally disabled persons - children, youth and adults.

The institute designs and conducts training programs in accordance with the specific needs of the requesting agency or institution.

Midlands Technical College
Linda G. Truesdale, Department Head
Drawer Q
Columbia, South Carolina 29250
503/796-8401

Funding Sources:	Individual Student Tuition Public funds Other sources
Sources of Students:	Individual applications
Number of Student:	AA program 80 full time 20 part time

Practicum required

This is a generalist program in human services that provides appropriate training and practicum experience for students who wish to enter special education.

Winthrop College
Carolyn M. Smith, Director
Human Development Center
Rock Hill, South Carolina 29733

Funding Sources:	Title XX Training funds State Agency Training funds

Sources of Students: Contracts with state agencies

Number of Students: 514 inservice

Practicum not required

The inservice training is interdisciplinary (special education, speech and hearing, social work, medicine, pre-school, Ot and PT). Plans are underway to develop certificate and AA programs in special education.

Santa Fe Community College
Mark Koorland
P.O. Box 1530
Gainesville, Florida 32601
904/377-5161

Funding Sources: BEH grant, public funds

Sources of Students: Individual applications

Number of Students: AA program 10 full time
2 part time
Certificate Program 30 full time
2 part time

Practicum required

The Career Associate in Special Education (CASE) is a one or two year program. A unique feature of the program is the joint training of CASE students from the community college along with senior special education interns from the University of Florida in nearby special education facilities.

The curriculum for the program is designed to prepare students to work in classrooms for exceptional children.

Competency specifications and the program model are available in a dissemination report.

Columbus College
Frances M. Duncan
Department of Special Education
Columbus, Georgia 31907
404/568-2254

Funding Sources: BEH grant

Sources of Students: Individual applications

Number of Students: AA program 5 full time

Practicum required

This program began in the 1976-77 school year. Course descriptions available.

Floyd Junior College
William Pullen
Rome, Georgia
404/295-6300

Funding Sources: BEH grant
Individual Student Tuition
Other public funds

Sources of Students: Individual applications

Number of Students: AA program 21 full time

Practicum required

The purpose of this program is to provide preservice and inservice training for personnel at the paraprofessional level in schools for the deaf. A two year program is available in which an associates degree is given. Curriculum and course outlines are available.

Gadsden State Junior College
Donna C.O'Shields, Director Training Program
10 Nursing Building
Gadsden, Alabama 35905
205/543-3512

Funding Sources: BEH grant

Sources of Students: Individual applications

Number of Students: 30 inservice

Practicum not required

All participants are employed by local schools. The classes offered cover the following areas: Specific handicapping conditions, severe and profoundly handicapping conditions, early childhood education, roles and responsibilities of paraprofessionals and paraprofessional/professional relationships. Training materials available.

Jefferson State Community College
Julia N. Stork, Program Coordinator
2601 Carson Road
Birmingham, Alabama 35215
205/853-1200

Funding Sources: Individual Student Tuition
Other public funds

Sources of Students: Individual applications

Practicum required

This is primarily a program for Mental Health/Human Services majors with an option in special education.

John C. Calhoun State Community College
Carmen Blalock
P.O. Box 2216
Decatur, Alabama 35601
205/353-3102

Funding Sources: BEH grant

Sources of Students: Individual applications

Number of Students: AAS program 11 full time
2 part time

Practicum required

The program trains educational therapists within the Human Service/Mental Health program. A student selects an option of study for major emphasis after he/she has determined a career objective no later than the third quarter of study.

Upon completion of the program, a graduate is eligible for several positions under the state merit system.

Mississippi Valley State University
Dr. Willie Epps
P.O. Box 991
Itta Bena, Mississippi 38941
601/254-9041

Funding Sources: BEH planning grant

This program is now in the planning and developmental stages. The university is working with all community colleges throughout the state in an effort to coordinate the planning for a comprehensive training program for paraprofessionals in the state.

Activities now underway are:

- Briefing of community college personnel on the mandates of PL 94-142.
- Development of a needs assessment for personnel in cooperation with the State Department of Special Education in accordance with the state plan as submitted to BEH.
- Development of a curricula for community colleges to train paraprofessionals in special education.

Del Mar College
G.E. Kost, Dean Human Services
Corpus Christi, Texas 78404
512/882-6230

Funding Sources: Individual Student Tuition
Public Funds
Other sources

Sources of Students: Individual applications

Number of Students: AA program 26 full time
10 part time

Practicum required

McLennon Community College
Michael A. White
Teacher Aide Coordinator
1400 College Drive
Waco, Texas 76708

Funding Sources:	Individual Student Tuition Public funds
Sources of Students:	Individual applications
Number of Students:	AA program 5 full time 4 part time Certificate program 2 full time

Practicum required

Persons trained in the special education aide program are qualified to work in public or private educational institutions under the supervision of a certified teacher or teaching team.

In addition to the regular AA program, the college and the Texas Education Agency co-sponsored a summer training program for paraprofessionals working with the deaf and hard of hearing in 1974 and 1975. Two manuals describing the program in depth are available.

Mountain View College
Louise H. Miller or Ann Fletcher
4849 W. Illinois Avenue
Dallas, Texas 75211
214/746-4172

Funding Sources:	Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	AA program 35 full time 40 part time

Practicum required

This program for teacher aides in special education began in 1975.

Clermont General and Technical College
Sandra H. Small, Ed.D
Project Director
Project REACH (Reaching, Educating, Aiding Children with Handicaps)
Clermont General and Technical College
Batavia, Ohio 45103

Funding Sources:	BEH grant Individual Student Tuition Ohio Board of Regents
Sources of Students:	Individual applications
Number of Students:	AA program 17 full time 3 part time

Practicum required

The REACH program is based on a human service model. Students are trained to provide services which cut across multidisciplinary lines and is a competency based program. Many courses and experiences are specifically designed for the REACH program. In these courses, students learn about handicapping conditions and ways in which the family, school and community can meet the needs of handicapped children. Course outlines and competency specifications are available.

Sinclair Community College
Dr. Bonnie L. Johnson
Project Director
Early Childhood Special Education
444 W. Third
Dayton Ohio 45402
513/226-2502

Funding Sources:	BEH grant
Sources of Students:	Individual applications
Number of Students:	AA program 30 full time Certificate 50 part time

Practicum required

This Early Childhood Special Education Program is designed to prepare persons for a career in the education of young nandicapped children. The program focuses on relevant knowledges, skills, and abilities which enable students to "mainstream" exceptional children into pre-school programs or work with children in the retarded childrens program. The program provides for integration of theory and practical experience to develop competencies in specific and general knowledge including philosophy of education, child growth, and development, identification of high risk children, teaching techniques, assessment and prescriptive diagnostic procedures. Course outlines and competency specifications are available.

St. Clair County Community College
Clarence J. Knight
Port Huron, Michigan 48060
313/984-3881

Funding Sources:	Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	AA program 134 full time 40 part time

Practicum required

Carl Sandburg College
Ivan Harrison, Coordinator
Galesburg, Illinois 61401
309/344-3518

Funding Sources:	Individual Student Tuition Other public funds
Sources of Students:	Individual applications
Number of Students:	AA program 5 full time 10 part time

Practicum required

Human Services Institute
City Colleges of Chicago
Joan W. Swift, Dean
185 N. Wabash
Chicago, Illinois 60601
312/269-8278

Funding Sources:	Individual Student Tuition Other public funds State and local taxes
Sources of Students:	Individual applications
Number of Students:	
Practicum required	

Course list and outlines available.

Illinois State Community College
Paul Henkin
417 Missouri
East St. Louis, Missouri 62201
618/875-9100

Funding Sources:	Contract with State Education Agency Individual Student Tuition
Sources of Students:	Contract with local education agency Individual application
Number of Students:	AA program 60 full time 40 part time
Practicum required	

This program was initially funded by a BEH grant. That funding has ended and the project now receives funds from the State Department of Special Education.

The areas of specialization of this special education paraprofessional training program are: mental retardation, behavior disorders, learning disorders and the multiply/physically impaired. It is a competency based program.

The curricula of the Special Education Section programs are designed to meet the needs of three groups of students.

1. To provide preservice preparations for special education instructional aides and assistants who desire to serve the exceptional individual.

2. Provide inservice educational training for:

   a. Employed inservices personnel in special education (teachers, instructional aides and assistants)

   b. Teachers, community action workers, vocational rehabilitation workers, and others who serve the exceptional individual and the handicapped population

3. To provide specialized and general students the knowledge and the opportunity to learn about the problems and issues of exceptional individuals.

Graduate of the program quality for state certification and special education aides. Competency specifications, course descriptions available.

Oakton Community College
Helene Block, Coordinator
Child Care Services
7900 North Nagle Avenue
Morton Grove, Illinois 60053
312/967-5120

Funding Sources:	Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	AA program 15 full time 10 part time

Practicum required

This is a new program that is designed to prepare students for employment as pre-school or day care teachers and aides, aides in elementary schools or aides in special education facilities. The college maintains a child development center which students use as a lab school for observation and inservice training.

Waubonsee Community College
Christine Alvarez
WHIP, Route 47 at Harter Road
Sugar Grove, Illinois 60554
312/466-4811

Funding Sources:	Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	AA program 16 full time Certificate 7 full time 2 part time

Practicum required

The Interpreter Training Program (Specialty Deafness) trains graduates for employment as an interpreter in the following areas: education, medical, industry, legal, religious and rehabilitation. Students enrolled in the program receive specialized training on all types of communication skills for the deaf, observation and practicum experience.

Cardinal Stritch College
Ms. Kery Koven
Director of Associate of Arts Program
in Exceptional Education
6801 Yates Road
Fox Point, Wisconsin 53217
414/352-5400 X 305

Funding Sources:	Individual Student Tuition Fellowships Other public funds
Sources of Students:	Individual applications
Number of Students:	AA program 33 full time Otner programs 175

Practicum required

Des Moines Area Community College
Katy Allen
Instructor Developmental Disabilities
Ankeny, Iowa 50021
515/964-6303

Funding Sources:	Individual Student Tuition Contract with SEA Other public funds
Sources of Students:	Individual applications
Number of Students:	AA program 10 full time Certificate program 20 full time

Ellsworth Community College
Sam Osborne, Chairman
1100 College
Iowa Falls, Iowa 50126
515/648-4611

Funding Sources:	Individual Student Tuition State FTE support
Sources of Students:	Individual applications
Number of Students:	AA program 28 full time Certificate 44 full time

Practicum required

This is a flexible career option training program. Upon completion of a one or two year curriculum, the student is qualified for employment in the following career areas:

a. Child development workers in state facilities for the mentally retarded

b. Youth service workers in state facilities for delinquent or dependent youth

c. Residential or educational staff in facilities for the handicapped

Comptency lists and course outlines are available.

Iowa Lakes Community College
Gene Scherzmann
Assistant Superintendent
101 1/2 N. 6th Street
Estherville, Iowa 51334
712/362-2601

Funding Sources: Individual Student Tuition

Sources of Students: Individual applications

Number of Students: AS program 20 full time

Practicum required

The program prepares students to find employment as directors of work activity centers and/or paraprofessional jobs in rehabilitation centers, sheltered workshops or private facilities.

Kirkwood Community College
Vickie Y. Kelly
Coordinator Aide for the Handicapped Program
P.O. Box 2068
Cedar Rapids, Iowa 52401
319/398-5576

Funding Sources: Individual Student Tuition
Other public funds

Sources of Students: Individual application

Number of Students: AA (new) program full time

Practicum required

This program began in the fall of 1976. It is primarily designed to train personnel as aides to work with teachers and other professionals in special education classrooms and institutional settings which serve children and adults with mild to severe disabilities. The program is set up to train 15-25 paraprofessionals annually and to provide inservice project training for aides. Course outlines and competency specifications available.

Fort Hays Kansas State College
Lyman W. Boomer
Coordinator/Special Education
Park Street
Hays, Kansas 67601
913/628-4212

Funding Sources:	Usually paid by school district
Sources of Students:	Individual applications Contract with an LEA
Number of Students:	34 inservice

Practicum not required

Article on: "The Paraprofessional in Special Education" available.

Kansas City Kansas Community College
Jeane Crowder, Ph.D.
Project Director
Juniper Gardens Learning Center
1907 No. 3rd Street
Kansas City, Kansas 66101
913/342-4610

Funding Sources:	BEH grant Individual Student Tuition
Sources of Students:	Individual applications
Number of Students:	Certificate program 9 full time

Practicum required

The major purpose of this BEH project is to train through Kansas City Kansas Community College in cooperation with Juniper Gardens Children's Project, Kansas City, Kansas Community paraprofessionals specialists to work with behaviorally disturbed and developmentally handicapped pre-school children and their families. Begun in 1974, the eleven month training sequence provides 20 semester hours credit toward an AA degree.

Research data will be available in summer of 1977; training sequence available now. Field-testing - packaged program - PACA: Paraprofessionals as Change Agents.

Central Technical Community College
Katie Bruce/Karen Baird
Box 1024 CTCC
Hastings, Nebraska 68901

Funding Sources: Individual Student Tuitions
Otner public funds

Sources of Students: Individual applications

Practicum required

This is basically a human services program with a limited special education option. The practicum may be taken in a special education facility if it corresponds with the students option.

St. Mary's Junior College
Grace Ramseyor, Director
SEA Program
2500 S. 6th Street
Minneapolis, Minnesota 55416
612/332-5521 X 327

Funding Sources: Individual Student Tuition
Public funds

Sources of Students: Individual applications

Number of Students: AA program 52 full time

Practicum required

This Special Education Associate program is a human service program fitting under the broader category of mental health/human service technicians at the Associate degree level. The program prepares assistants to work with the mentally retarded, developmentally disabled, and severely/profoundly handicapped in both the education and social welfare systems. Course outlines, competency specifications and program model available.

Sinte Gleska College
Eileen La Pointe, Director
Rosebud, South Dakota 57570
605/747-2263

Funding Sources: BEH grant
Individual Student Tuition

Sources of Students: Individual applications

Number of Students: AA program 6 full time

Practicum required

Course outlines available.

Colorado Northwestern Community College
R.B. Houska, Director
Box 9010
Steamboat Springs, Colorado 80477

Funding Sources: Individual Student Tuition
Public funds

Sources of Students: Individual applications

Number of Students: Starts Fall 1977

The curriculum is planned to provide an introductory foundation and knowledge about the education of exceptional individuals. Students will gain competencies leading to employment as a Special Education Paraprofessional. The program is a one year certificate program.

Pima Community College
Billie Underwood, Program Facilitator
20202 West Anklam Road
Tucson, Arizona 85709
601/884-6666

Funding Sources: BEH grant - ended summer 1976
Program is continuing

Sources of Students: Individual applications

Number of Students: AA program 50 full time

Practicum required

A two year grant from BEH was awarded to Pima Community College in 1974.

Project goals focused on the provision of training for paraprofessionals to work with handicapped individuals. The training is performed in the Early Childhood Education department. Accomplishment of these goals was realized through the experience gained by students in practicum sites and through special education courses.

Several changes in the curriculum have occured since the program began. One significant change has been made to provide for training in mainstreaming in primary grades in the public schools. This facet of the program will begin in the fall of 1977. Curriculum and competency lists available.

Eastern Montana College
Institute for Habilitative Services
Dr. John Dodd, Director
Billings, Montana 59101
406/657-2011

Funding Sources:	Individual Student Tuition BEH grant Other public funds
Sources of Students:	Individual applications
Number of Students:	AA program 20 full time

Practicum required

The Institute provides training on three levels for students interested in entering a career in special education. They are: a two year AA degree for paraprofessionals, a Bachelors degree in special education or rehabilitation and related services, and a Masters degree program in several areas of specialization. Course outlines and program descriptions available.

Boise State University
Wenden Waite, Director
1910 University Drive
Boise, Idaho 83725

Funding Sources: BEH planning grant

The university is developing six competency based training models for paraprofessionals in special education working with the severely handicapped. Three of the models have been field tested and will be utilized at the Child Development Center at the university next year.

One of the special components of the curriculum will deal with communications between professionals and paraprofessionals.

The program is being designed on a pre-service basis and will eventually offer a two year AA degree.

College of Southern Idaho
Jim Palmer
Counselor for the Deaf
P.O. Box 1238
Twin Falls, Idaho 83301
208/733-9554

Funding Sources: Indivudual Student Tuition

Sources of Students: Individual applications

Practicum required

This new program for interpreters for the deaf began in the fall of 1976.

American River College
Judy Tingley, Coordinator
Center on Deafness
4700 College Oak Drive
Sacramento, California 95814
916/484-8011

Funding Sources: Local College District

Sources of Students: Individual applications

Number of Students: AA program 60 full time

Practicum required

This program began in the fall of 1976 and is initially training paraprofessionals to work with hearing impaired children and adults. Plans are underway to expand the program to other areas such as the multiply handicapped and retarded.

Course outlines, competency lists, survey forms to determine needs in district and projected career ladders available.

College of Alameda
Shelly Leah Nelson, Coordinator
555 Atlantic Avenue
Alameda, California 94501
415/865-1780

Funding Sources: BEH grant
Other public funds

Sources of Students: Individual applications
Contract with LEA

Number of Students: Certificate Program 50 full time
38 part time

Practicum required

The Special Education Assistant program is a generic training program designed to prepare students for diversified positions which have been demonstrated as community need for paraprofessional services to the handicapped.

Inservice training is also provided for employed paraprofessionals in special education, teachers, parents and other professionals working with handicapped children and adults.

Course descriptions and competency specifications available.

Santa Rosa Junior College
Sharon Cooke
Director, Special Education Assistant Program
Child Development Department
1501 Mendacino Avenue
Santa Rosa, California 95401
707/527-4224

Funding Sources:	Individual Student Tuition BEH grant
Sources of Students:	Individual applications
Number of Students:	AA program 30 full time 20 part time

Practicum required

The Special Education Assistant program prepares individuals to work with exceptional children: the learning disabled, the visually and auditarily impaired, the physically handicapped and mentally retarded. The training program is competency based. There is a special emphasis on training in early childhood and infant stimulation in the on campus laboratory setting. Practicum placements are also available in community classrooms. Course outlines and competency specifications are available.

Clackamas Community College
Patricia L. Lantz, Director
Oregon City, Oregon 94045
506/656-2631

Funding Sources:	BEH grant Individual Student Tuition Public funds
Sources of Students:	Individual applications
Number of Students:	AA program 30 full time 2 part time Other program 17 inservice continuing education

Practicum required

The goal of this program is to prepare students for employment as paraprofessionals to conduct home-based programs for handicapped infants, children, and their parents or to assist professionals in group settings. Through course work and practicum experiences the students are trained for employment to conduct In-Home programs or to work as aides under the supervision of a teacher in special education.

The college is currently exploring the development of a model to train aides to work in "mainstream" settings. Course outlines and competency specifications are available.

Teaching Research Infant and Child Center
(Division of Oregon State System of Higher Education)
H.D. "Bud" Fredericks
Monmouth, Oregon 97361
503/838-1220

Funding Sources:	Individual Student Tuition BEH grant and grants from various state agencies
Sources of Students:	One week training is available in all components of the center - paraprofessionals, teachers, administrators, and volunteers

The Teaching Research Infant and Child Center consists of three sets of educational training components all designed for handicapped and non-handicapped children, their parents, professionals, paraprofessionals, and volunteers. The three components include classrooms, clinic and group homes. Integration of handicapped children with non-handicapped children is being conducted.

Materials available: Fredericks, H.D. "Bud", A Data Based Classroom for the Moderately and Severely Handicapped, 1975. $9.50. May be ordered from Teaching Research. Lists of other training materials available.

Everett Community College
Betty Morrow, Teacher
801 Wetmore
Everett, Washington 98201
206/259-7151 X 231

Funding Sources:	Individual Student Tuition Other public funds
Sources of Students:	Individual applications Community referrals High School referrals

Practicum required

The program trains aides to work in special education programs as well as pre-school through high school in general education.

Fort Steilacoom Community College
Robert L. Metcalf
Associate Dean Occupational Education
P.O. Box 99186
Tacoma, Washington, 98499

Funding Sources:	Individual Student Tuition Other public funds
Sources of Students:	Individual applications
Number of Students:	AA program 40 full time 138 part time

Practicum required

The program leads to an AA degree in Mental Retardation. There are two options:

1. First year may be taken on campus. The second year to be taken at the Ranier School

2. Both years may be taken at the Ranier School

Course outlines available.

North Seattle Community College
Margaret Johnston, Director
Division Chairman, Home and Family Education
9600 College Way North
Seattle, Washington 98103
206/634-4411

Funding Sources:	Individual Student Tuition BEH grant
Sources of Students:	Individual applications
Number of Students:	AAS program 25 full time 7 part time

Practicum required

The purpose of this program is to provide a two-year degree program in early childhood education with an emphasis on developmentally disabled children. Course outlines and competency specifications are available.

Seattle Community College
Central Campus
Mr. Stanley Traxler, Director
Seattle, Washington

Funding Sources:	Individual Student Tuition BEH grant Other public funds
Sources of Students:	Individual applications
Number of Students:	AA program 18 full time 40 part time Certificate Program 19 full time

Practicum required

The purpose of this program is to provide training for persons to work as interpreters for the deaf. The program consists of either a 45 quarter hour certificate program or a 90 quarter hour AA degree. In the two year program, 65 hours are specifically related to sign language, mental health, developing needs of deaf children and practicum experiences in the field as a lab school. Course descriptions are available.

University of Hawaii
Leeward Community College
John Fry, Program Specialist
98-045 Ala Ike
Pearl City, Hawaii 96782
808/455-0396

Funding Sources:	Individual Student Tuition State Vocational Education funds
Sources of Students:	Individual applications

Practicum will be required

Two new programs are being developed to train paraprofessionals to work with handicapped infants and handicapped adults. A human services curriculum exists at the present time.

University of Alaska
Anchorage Community College
Marsha Buck, Coordinatkr
2533 Providence Avenue
Anchorage, Alaska 99504
907/279-6622

Funding Sources:	Individual Student Tuition Contract with LEA, Rural CAP - Head Start, native associations
Sources of Students:	Individual applications Contract with LEA, Head Start personnel
Number of Students:	AA program 82 part time

Practicum required

This program is an Exceptional Children option within an Early Childhood Development program. It is a competency based program designed to give students a basic background for working with young handicapped children. Students complete general requirements for an AA degree in Early Childhood Development and then complete 33 credits to meet the major specialty requirements.

The following training materials for paraprofessionals have been developed and may be purchased from the Alaska Easter Seal Society, 726 E. Street, Anchorage, Alaska 99501

1. Basic Development and Developmental Disabilities - A field-based course designed to introduce the student to the basic causes and signs of abnormal development as contrasted with normal child development, with emphasis on the preschool years.

2. Special Needs of the Young Exceptional Child - (Available after August 1, 1977). Six field based courses to train paraprofessionals to work with young handicapped children in the areas of visual disabilities, motor disabilities, hearing disabilities, mental retardation, learning disabilities, and social and emotional disabilities.